ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001611	N.A.	N.A.	

4. AUTHOR(S):
Great Cities School Improvement Program

5. TITLE OF DOCUMENT ABSTRACTED:
The Philadelphia Story

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Great Cities School Improvement Program,
ST. CITY, STATE Philadelphia, Pennsylvania

9. PUBLISHER OR SOURCE Great Cities School Improvement Program, School-Community Coordinating Team, Philadelphia, Penna.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	7

TELE. EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)
family influence
ethnic groups
job skills
teacher training
school-community relations
curriculum development
language growth
curriculum expectations
cultural enrichment
environmental influences
aspirational levels
consultative services
scholastic achievement
field trips

17. ABSTRACT (MAX. 250 WORDS) Great Cities School Improvement Program, Philadelphia, Pennsylvania

Children involved in the project community included a diversity of ethnic groups. Negroes represented the largest single group, but increasing numbers of Puerto Rican families were moving into the north central part of Philadelphia. The children of this area were characterized by their failure to meet projected growth expectancies in curriculum areas, their lack of experiential supports necessary to successful learning in school, their low aspirational levels, their disrupted family patterns, and their inexperience and lack of specific skills needed to find jobs.

Purposes were to provide these children with added consultative services, to purchase extra instructional equipment and materials, to facilitate curriculum experimentation, and to arrange opportunities for cultural and experiential enrichment. Objectives were to aid pupil growth in areas such as scholastic achievement, behavior, and aspirational levels; to improve instruction by developing techniques and materials effective in teaching these children; to better school-community relations.

To offset the lag in language growth apparent in most of the Project area children, it was necessary to add experiences designed to counteract the effects of environmental deprivation. Experimentation in reading included the trial use of relatively "culture free" beginning reading and writing systems. A variety of grouping techniques, as well as materials for concept building and increasing power in the comprehension skills, were used. Experimentation with different approaches to the retarded reader in upper grades and in junior high school was initiated. Filmstrips, tape recordings, records, and field trips were used.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ED001611

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
SCHOOL-COMMUNITY CO-ORDINATING TEAM
PHILADELPHIA, PENNSYLVANIA

THE PHILADELPHIA STORY

Children of limited background are found in many parts of Philadelphia. They belong to various racial and ethnic groups. Some of them are native-born Philadelphians whose families have lived here for several generations; others are comparatively recent in-migrants.

The Project Community

There is an unusally heavy concentration of such children in the north central part of Philadelphia. This is one of the oldest parts of the city and has undergone a number of populational changes. Today the Project population includes a diversity of ethnic groups. Negroes are the largest single group, but increasing numbers of Puerto Rican families are moving into this section of Philadelphia.

Much of the Project area has been marked for urban renewal. Evidences of redevelopment include: large empty lots which were formerly homesites, blocks of low-rental apartment housing, privately built low-cost home developments, and areas of boarded-up buildings either just coming down or marked for future destruction. Many of the families, however, still live in the typical grey area reconverted multiple unit dwelling, badly in need of repair. Transiency, especially among the latter, is a major factor. Many of the families occupy five or six different residences, in the same area, in the course of a single year.

The Project Children

The children in North Central Philadelphia are characterized by the same lacks as those in other grey areas of the nation:

- Most of them have failed to meet projected growth expectancies in the content areas of the curriculum. Underachievement appears early in their pattern of school achievement and the incidence of regression increases as they progress through school. In the initial testing at the outset of

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

the program, intermediate grade children showed an achievement lag of two to three levels below the expected achievement for the grade.

They evidence lacks in the experiential supports necessary to successful learning in school. Many of these children have never ridden on a train, seen a farm, or even visited a large metropolitan shopping center. In some cases, they have never traveled more than a few blocks from their homes. Books and other cultural media are almost totally lacking in some of their homes.

Their aspirational levels are low. Many of them drop out of school before completing the twelfth grade. Most often, they do so because of their failure to achieve academic success. Sometimes, they leave school to seek employment to buy the things they want or to help support their families. Their inexperience and lack of specific skills make job finding virtually an impossibility; many of them end up doing nothing. A significant number of the last mentioned become juvenile delinquents.

They are frequently victims of disoriented or disrupted family patterns. Many are one-parent families, with the father-image missing in most cases. The adult members of the group are unskilled or low-skilled workers. Job opportunities for them are scarce and become fewer as time goes on. Many of them have not had enough formal schooling to qualify for job retraining. Their sole means of support are the funds which they receive from the Department of Public Assistance.

The above mentioned conditions create children who come to school experience and language poor. To help overcome this lag, they have to be provided with first-hand and vicarious opportunities to compensate for their handicaps. They need:

- Intensive help in developing and improving communication skills.
- Experiences to extend and enrich the cultural background.

- Participation in programs designed to encourage positive intergroup understandings.
- Encouragement to develop pride in themselves and their abilities.
- Motivation to raise their aspirational levels.
- The interest and support of the home.

Limited funds, large classes, and an acute shortage of teachers had seriously restricted any additional help or experimentation. A special grant, however, permitted the beginning of an experimental project designed to meet the above needs.

The Grant

As part of its Great Cities School Improvement Program, the Ford Foundation gave the Philadelphia School District a grant of $94,700 for the 1960-1961 school year. The School District matched this with a like amount and introduced the School-Community Co-ordinating Team Project into one junior high school and three elementary schools.

In September 1961, the Project, expanded to include four additional elementary schools, was extended for three more years. This was made possible by a further grant of $225,000 from the Ford Foundation which is being matched by the Philadelphia School District.

The District decided to use these extra funds for a four-fold purpose: 1) to provide added consultative services and teacher training, 2) to purchase extra instructional equipment and materials, 3) to facilitate curriculum experimentation, and 4) to arrange opportunities for cultural and experiential enrichment.

The Planning Committee

The Associate Superintendent in charge of School-Community Relations, the Superintendent of District Five (in which the eight schools are located), the Director of the School-Community Co-ordinating Team Project, one of the language arts consultants, and the principals of the involved schools constituted the Project Planning Committee.

This group met frequently to review current practices and operational procedures and to plan future policy and activities. Another function of the Planning Committee

has been to arrange in-service and workshop experiences for the teams and, occasionally, for the entire staffs of the eight schools.

The adaptation and interpretation of the Planning Committee's policies and procedures in each school has been the responsibility of the school's School-Community Co-ordinating Team. A school team consists of the principal, school-community coordinator, language arts laboratory teacher, and other key members of the staff.

The Additional Personnel

It was assumed that children of limited background are underachievers, mainly because of their deficiencies in the communication skills. Those responsible for organizing the Project decided, therefore, to concentrate major attention on the language arts areas. A master teacher, who had also served as a consultant in these areas, was selected to direct this phase of the program. With the involvement of four more schools in 1961, another teacher with similar experience was added to the program.

An experienced teacher was assigned to serve as a consulting teacher. Her primary responsibility was to help inexperienced teachers become more proficient in class management and instructional techniques. A second consulting teacher was added when the program was expanded. An arithmetic consultant has also been added for the coming year.

The Program

The Philadelphia School District hoped that realistic help of this sort would enable it to attain the following objectives:

Significant Pupil Growth, as evidenced by:

- Improved scholastic achievement.
- Desirable modifications in behavior.
- Increased interest in, and appreciation for, the arts.
- Positive attitudinal changes.
- Raised aspirational levels.
- Broader use of latent talents.

Improved Instruction, with special emphasis on:

- Developing better understanding of the children and their needs.
- Modifying and adapting the school program to these needs.
- Developing techniques and materials most effective in teaching children of limited background.
- Providing for the extension of the school day and week for remedial, tutorial, and enrichment purposes.

Better School-Community Relations, resulting in:

- More sympathetic attitude on the part of both the school and the community toward each other's problems.
- Willingness to share responsibility for problems of mutual concern.
- Readier acceptance by the community of the school's role.
- Active participation and, if necessary, leadership by the school in organizing community groups and affairs.
- Active participation by the community in the school's program.

To help offset the lag in language growth apparent in most of the Project area children, it seemed necessary to add experiences designed to counteract the effects of environmental deprivation. Therefore, it was decided at the outset of the Project to experiment with materials and methods in the language arts areas. Experimentation in reading included trial use of a relatively "culture free" beginning reading and writing system, use of varied approaches to grouping, materials for concept building and increasing power in the comprehension skills, and experimentation with different approaches to the retarded reader in upper grades and in junior high school.

New systems for beginning handwriting and for making the transition from manuscript to cursive writing were tried and proved effective.

A highly organized system for teaching spelling, including definite word lists and a highly structured program for developing skills in functional writing, were also tried. Experimentation has also been initiated in the areas of grammar and correct usage and speech improvement.

An outstanding teacher in each school was released from regular classroom assignment. As the Language Arts Laboratory Teacher, she functioned as:

- Teacher of an enrichment group of intermediate grade children.
- Teacher of an experimental group of verbally deficient primary grade children.
- Resource person in language arts to the school staff.
- Director of the language arts resource center, the Language Laboratory.
- Demonstration teacher in various phases of the language arts.

Filmstrip projectors, filmstrips, phonographs, tape recorders and records were provided for both instructional and enrichment purposes. Several thousand dollars per school were expended in the purchase of library books to serve as classroom library units, literature books to support the structured literature program of the school, and enrichment materials for the planned programs of experimentation. Special concept building aids, ranging from poster-type materials to manipulative objects, were used in the primary grades. Additional experimental materials in reading instruction and study skills became a part of the intermediate program.

For instruction and enrichment opportunities in music, three spinet-type organs were installed in the Project schools, and both orchestral and rhythm band instruments were added to the standing inventory of music materials.

Bus service was made available to all of the schools to permit additional trips for each class. Extra buses were provided for trips on Saturdays and during the summer vacation.

Instructional and recreational activities were organized in each school for after-school hours. These activities, usually supervised by teachers of the school, were available to all pupils. They proved to be a fine source for the uncovering and developing of latent talents.

Another important addition to each school team was the school-community co-ordinator, a lay member of the community who, in most cases, had children enrolled in the

school. This individual served as a salaried liaison person between the school and the community. Two additional Spanish-speaking co-ordinators were employed to work with the three schools which have large numbers of Puerto Rican pupils.

Evaluative Indications

In the collection of data on the progress of the School-Community Team Project, consideration was given to the following major areas of possible change: the pupil, the instructional program, the teacher, and school-community relations. Also considered were areas of possible future pursuance. Information received from the schools and the community has been compiled into an evaluation report which will be published in the near future.

All results, statistical and opinionative, seem to support the value of most of the Project's practices. It is the consensus of all involved that these practices should be continued and, insofar as possible, expanded; and, that new services should be added to provide for those needs not met by current practices.

The Project's future course has been planned accordingly.